

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher would like to give the description about the methodology. This chapter consists of research design, subject of the study, data collection technique, instrument of the study and data analysis.

3.1. Research Design

This study will be categorized as descriptive qualitative research. A qualitative research is kind of research that focuses on total picture rather than breaking it down into variables. Here, the researcher wants to describe teacher's teaching technique that is implemented in speaking and also describes how student's responses of that technique. The purpose of the qualitative is generating result and theories that are understandable.

According to Best (1981:93) descriptive research, sometimes is known as non-experimental research, deals with the relationship between variables, the testing of hypotheses, and the developmental of generalizations, principles, or theories that have universal validity. According to Gall (1979:405) descriptive studies, are primarily concern with finding out "what is" and involve either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more solving the problems through the interpretation of the data that has been gathered. In its broadest meaning, descriptive is a theoretical point of view that advocates the study of direct experience taken at face value; and

experience rather than by external, objective and physically described reality (Morrison et al, 2000).

Here the researcher uses descriptive qualitative research. The researcher chooses this kind of study, because the researcher wants to know the phenomenon happens in specific place(s) and times.

Here, the researcher will have research about how survey class is implemented in speaking activities at fifth grade of elementary school students.

3.2 Subject of the Study

The subject of the study is the fifth grade of SD YPI Darussalam Cerme. The researcher chooses this school because this school is one of best considerate islamic schools that produce good output students who are capable not only in education but also in spritual. This school is located in Cerme at Gg Perwira. The researcher chooses the fifth grade of elementary school which consists of 30 students, because in the fifth grade, the English teacher uses survey class technique in teaching speaking. This technique is used in order to help student to interact and communicate fluently by mastering questioning.

However, the researcher considers fifth grade English teacher because she has already fulfilled some criteria, they are: first, she uses English when she teaches English subject. The second, she teaches English subject more than 4 years. The third, she graduated from S1 and the last is the most important criteria, she uses survey class technique in teaching speaking and she has applied it in the fifth grade of SD YPI Darussalam Cerme. The researcher could also get all of the

object of this research problem. They are the implementation of survey class technique and students' response.

3.3 Data Collection Technique

In research, data collection technique is one of the essential steps to collect some information or data of phenomenon occur. The researcher must be able to operate the instruments effectively to acquire accurate information. The researcher collects the data by two techniques. The techniques that researcher uses are observation and interview.

3.3.1 Observation

Observational data is attractive since they afford the researcher the opportunity to gather live data from the live situations. The researcher is given the opportunity to look what is taking place in situ rather than second hand (Patton,1990:203-205). This enables the researcher to understand the context or programmes, to be open ended and inductive, to see things that may be unconsciously missed, to discover things that participants might not freely talked about in interview situations. By using observation the researcher will know how the survey class is implemented. However, the researcher know its step, how to do the survey class technique then know students' response toward this technique and then generate the theory of survey class technique.

Cohen et. all (2000:305) stated that observation enables researcher to enter and understand the situation being described. The observation will be done in many times, until the researcher gets the same result after some repeated

observations. The researcher uses an observation field note and observation checklist. Before the class starts, the researcher sits behind the students, explains what the researcher will do in class and asks to not be bother of researcher presence. While the teacher is teaching, the researcher observes how the teacher teaches speaking. The researcher makes notes and observes the phenomenon, technique, problems and students' responses in applying survey class technique during learning speaking. The researcher also uses a yes or no observation checklist to know student's responses toward survey class technique in learning speaking.

3.3.2 Interview

Interview is used to gather data on the subject opinions, knowledge, value, preference beliefs and feelings about the situation directly from research subject (Truckman1999:237). Interviews provide information that cannot be obtained through observations, or they can be used to verify the observation. Morrison et all (2000: 265) stated that interview enables participants to be interviewers or interviewee to discuss their interpretations of the world in which they live, and to express how they regard the situations from their point of view. The researcher interviews the teacher after teaching speaking. The researcher asks about the teacher's preparations, the strategy that she is used to overcame the occurred problems. There are three kinds of interview form; unstructured interview, semi – structured interview, and structure interview. According to Nunan (1992:149):

- a. An unstructured interview is guided for responses of the interview rather than the agenda of the researcher.

- b. A semi structure interview, the interviewer has a general idea of where he or she wants the interview to go and what should come out of it, but does not enter the interview with a list of predetermined questions.
- c. The structured interview, the agenda is totally predetermined by the researcher, who works through a list of set questions in predetermined.

In this study the researcher uses semi structured interview to collect the data from both students and teacher. Beside the English teacher, the researcher also interviews the students. The advantages of semi structured interviews are, in the first instance, that it gives the interview a degree of power and control the course of interview. The second, it gives the interviewer a great deals or flexibility (Nunan, 1992:150). The researcher chooses this type because it gives more freedom to the researcher for creating and developing the question based on the interviewee's answer. The purpose of the interview is to collect information about the implementation of survey class technique to develop student's ability in learning speaking and to know the students' responses toward survey class technique.

To make the interview clear, the researcher translates the questions into Bahasa Indonesia.

3.4 Instrument of the study

In this study, the researcher uses some instruments to collect the data of the student's ability in speaking using survey class technique. The instruments of the study is the researcher herself, and the researcher uses two tolls in gathering the data:

3.4.1 Observation field note

In qualitative research observation is used to get comprehensive picture of situation in form of note or narrative. The purpose of observation is to determine the extent to which particular behavior(s) is present (Ary et al 2002:233). There are three important points in the observation field note, they are: steps of the lesson, students' responses, and classroom interaction. During the class, the researcher observes all aspects of the class to get data about the implementation of survey class based on the observation field note.

3.4.2 Interview Guideline

The interview will be done in order to know students' responses toward survey class technique. However, the interview guideline is used in order to help the researcher doing interview, it will help the researcher to not overbroad in interviewing both teacher and students. Interview guideline is a guideline for interviewing the teacher and the students. With this guideline, the researcher makes seven questions for the teacher and five questions for the students. It is about how the teacher applies survey class technique in teaching speaking and students' opinion about survey class. Students' responses about survey class including their attitude, expressions, and comment when teacher asks them to mill around for asking each other, and when the teacher gives instruction then gives score to the students activity.

The researcher cannot predict the nature of observation and interview that will take to conduct the data, the observation and interview will stop until the researcher can fulfill the answer of the problem statement.

3.4.3 Interview Validity.

A. The questions items for the the teacher

There are seven question items for the teacher in order to know how the survey class is implemented. Those seven questions is matched with the steps of survey class technique which has been discussed in previous chapter.

No	Question Items	The steps
1	Mengapa anda memilih survey class dalam pengajaran speaking?	Step 1
2	Hal-hal apa sajakah yang anda persiapkan sebelum melakukan survey class technique?	Step 2 and step 3
3	Bagaimana anda mengimplementasikan survey class dalam pengajaran speaking?	Step 4 ,step 5. Step 6, step 7, and step 8
4	Kesulitan- kesulitan apa sajakah yang anda temui selama anda melakukan teknik survey classes?	Step 7
5	Bagaimana anda mengatasi kesulitan-kesulitan yang muncul ketika anda melakukan survey class ini?	Step 7
6	Menurut anda bagaimana respon siswa terhadap penerapan survey class dalam pengajaran speaking?	Step 2 to Step 7
7	Seberapa sering anda melakukan survey class technique dalam satu semester?	Step 1

B. The questions items for the students

This question items is made in order to anwer the research question number two

No	Question items	The Steps
1	Apa adek suka dengan pelajaran yang kamu pelajari tadi ?	Step 2 to step 8
2	Apa yang adek sukai dari pelajaran ini?	Step 2 to step 8
3	Kamu mengerti Miss Ita menjelaskan apa?	Step 4 and step 5
4	Apa saja yang adik harus lakukan ketika pelajarannya miss Ita ?	Step 6, step 7. Dan step 8
5	apa yang adik rasakan ketika Miss Ita memberi nilai tadi?	Step 7 and step 8

3.5 Data Analysis

Once data from interview and observation has been collected, the next stage is analyze them. In qualitative data the data analysis is almost inevitably interpretive. Analysis time consuming and difficult process, because typically the researcher has massive amounts of fill notes, interview transcripts, reflections and information documents to examine and interpret (Ary ,2002:456). In this research, the information about the implementation of survey class is collected from the observation field note and interview guideline which is analyzed by the researcher descriptively.

The researcher enters the class, sits behind the class, and observes the situation, condition in the class, student's attitude, and expressions when their teacher teaches and gives instruction to do the survey class. The researcher observes the way the teacher applies survey class technique in teaching speaking. Observation runs continuously until data is obtained. The researcher also interviews both students and teacher to know the teacher's steps in teaching survey class technique and get the students' responses toward the survey class technique.

After all the data is collected, the researcher interprets it. In this interpretation, the researcher goes beyond the descriptive data to extract meaning and insight from data. The researcher uses three steps to analyze the data. Here the steps bellow:

3.5.1 Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcription. Here researcher selects and focuses to the data that appropriate with research questions that is the implementation of survey class technique.

3.5.2 Data Display

The second step of analysis activity is data display. Generically, a display is an organized, compressed assembly the information that permits conclusion drawing and action.

3.5.3 Conclusion Drawing / Verification

The third stream of analysis activity is conclusion drawing and verification. Miles and Huberman (1994) said that we define analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.

The researcher tries to find the important data, explains the important data and what can be learned from it. The researcher wants to know about the implementation of survey class technique that is used by English teacher of SD YPI Darussalam. She also wants to know student's response in learning speak by using survey class technique.

The researcher reports the result of the study through interpretation. Then, the researcher carefully studies the data and compares the result with the theory. Last, the researcher draws conclusions from the data to support this study.